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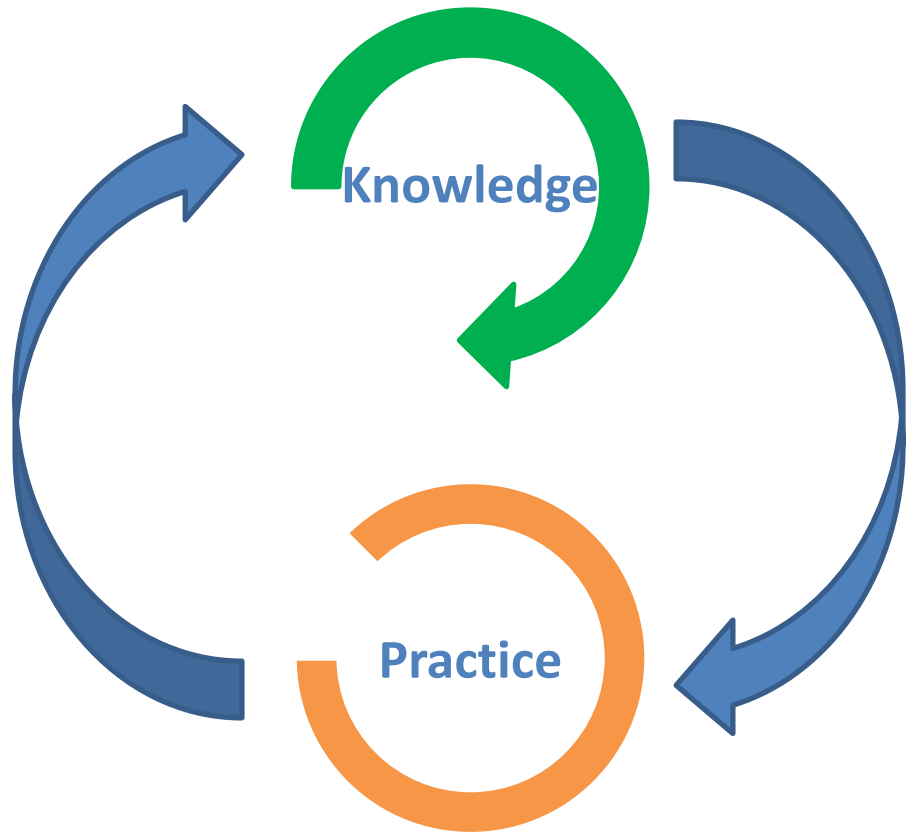
Informing, Transforming and Embedding: Mobilising the literature to impact on policy and practice

IPDA Conference, November 2014

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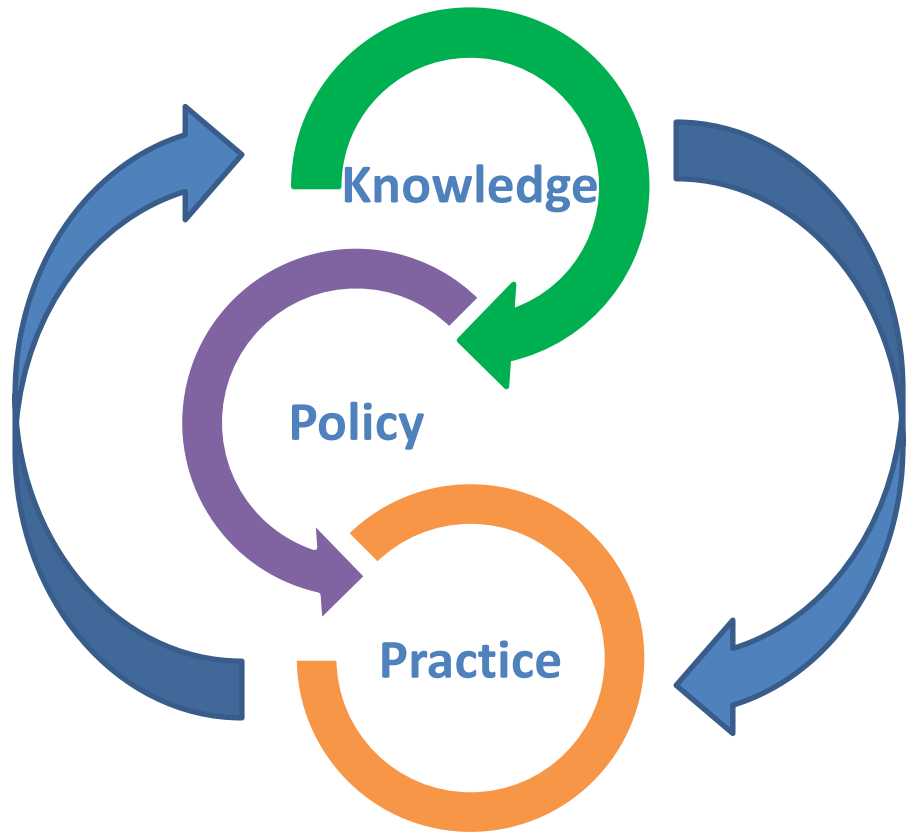
The problem....

There's a gap in the knowledge/practice relationship, and that gap is policy. We have not theorised sufficiently the connection between what we know about professional learning, and how we **enact this** to best effect in practice at **system level**.



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Presentation overview

1

- The development of the original framework (Kennedy, 2005)
 - How and why it came about

2

- Reviewing the framework
 - Has the literature gap been filled?
 - Has the framework stood the test of time?

3

- From CPD 'purposes' to CPD policies...
 - Challenging the 'what works' approach

The literature...

Models of CPD

- Understanding PL pedagogy
- Choosing appropriate strategies
- Needs greater synthesis, beyond typologies of models

The literature...

Models of CPD

- Practitioner inquiry/action research orientation
- Driven by need/want for local improvement
- Not easily generalizable

Context-
specific CPD
initiatives

The literature...

Characteristics
of effective CPD

Models of CPD

- Often meta-analyses
- Cumulative
- Focus more on 'what works' than theorisation and political considerations

Context-
specific CPD
initiatives

The literature...

Characteristics
of effective CPD

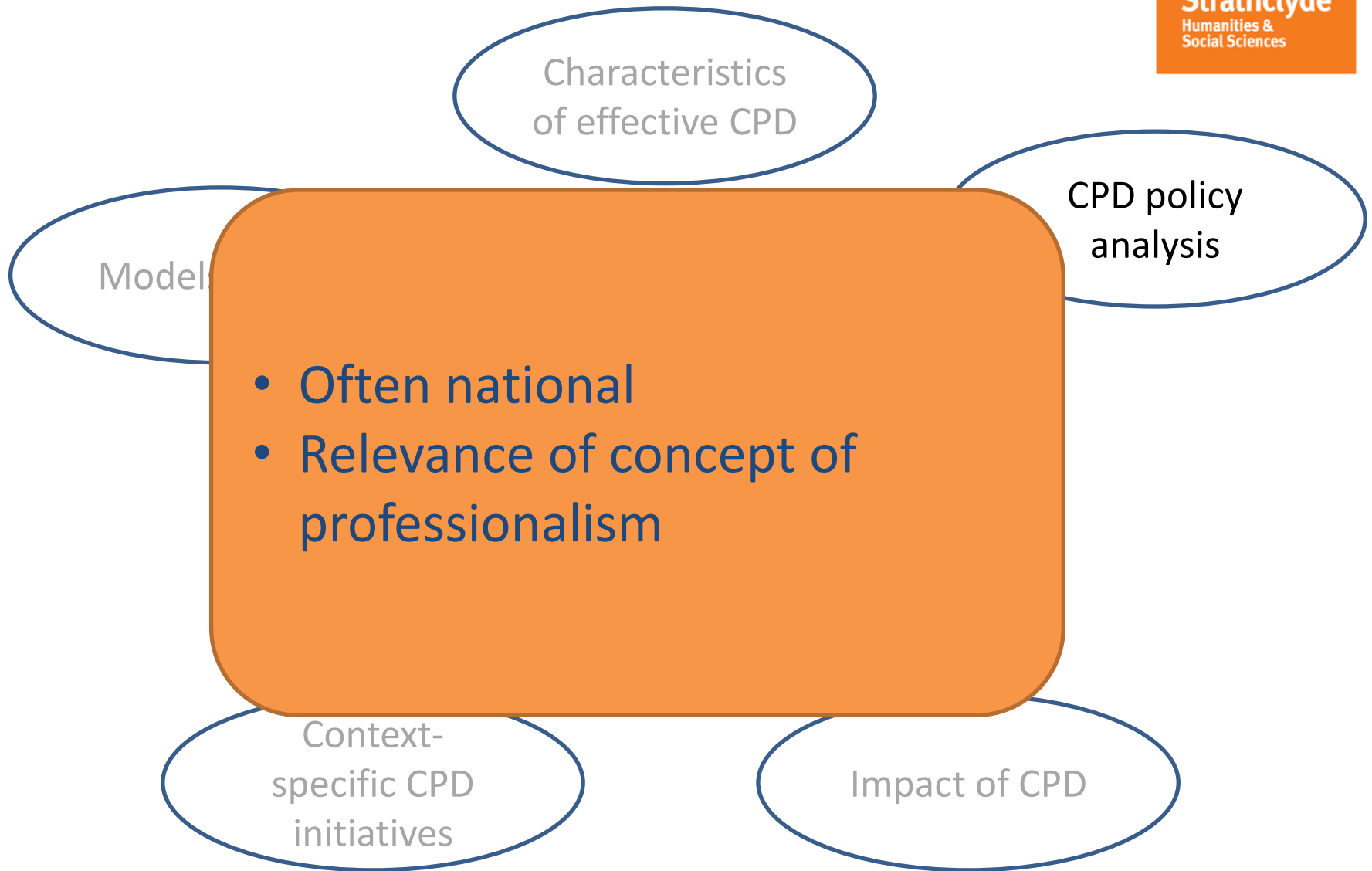
Models of CPD

- Driven (or framed) by performative accountability agendas
- Significant methodological challenges

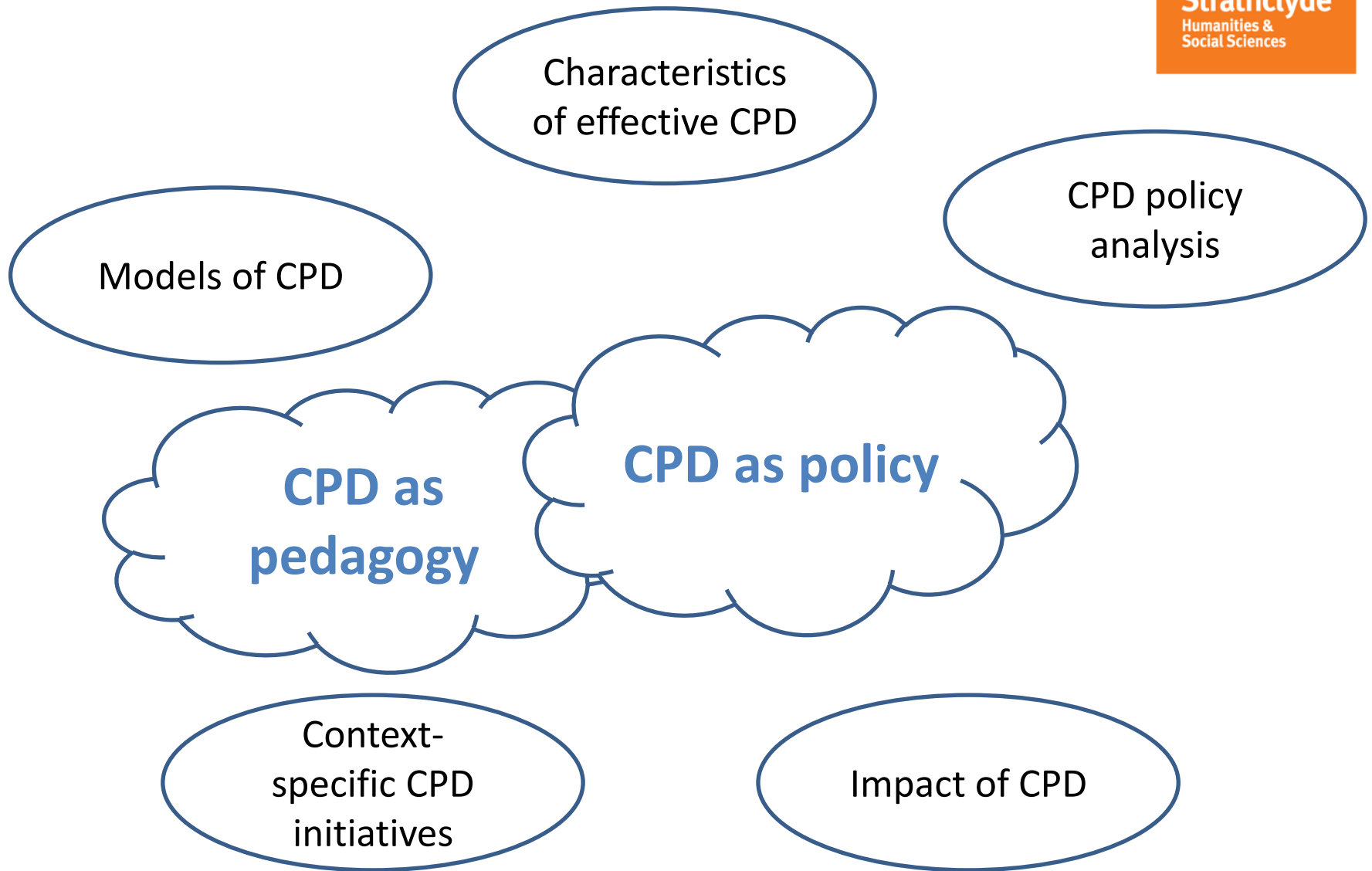
Context-
specific CPD
initiatives

Impact of CPD

The literature...



The literature...



The literature...

Component parts are:

- wide-ranging
- contextually situated
- relevant to practice

characterising
effective

CPD

The literature as a whole
is:

- partial in its coverage
- fragmented
- under-theorised

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We need:

- Profession-wide analyses
- International comparative analyses
- Longitudinal studies
- Coherent approaches
- A coherent research agenda

Questions informing the original framework

1. What types of knowledge does the CPD support?
2. Is the principal focus individual or collective?
3. To what extent is the CPD used as a form of accountability?
4. What capacity does the CPD allow for supporting teacher autonomy?
5. Is the fundamental purpose about transmission or transformative practice?

(Kennedy, 2005)

Models of CPD:

A framework for analysis

Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission

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Models of CPD: A framework for analysis

Model of CPD	Purpose of model
<div>The training model</div> <div>The award-bearing model</div> <div>The deficit model</div> <div>The cascade model</div>	<div>Transmission</div> <div>Increasing capacity for professional autonomy</div>
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<div>The action research model</div> <div>The transformative model</div>	<div>Transformative</div> <div>Increasing capacity for professional autonomy</div>

Spectrum of CPD models

(adapted: Kennedy, 2014)

Purpose of Model	Examples of models of CPD which may fit within this category
Transmissive	Training models Deficit models Cascade model
Malleable	Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Transformative	Collaborative professional inquiry models

Scaling up to think about systems

- Individual models of CPD arise within a wider system, but are not always a central and intentional part of that system
- Perspectives on teacher professionalism reflect underpinning purposes of education:

CPD policy aspect	Managerial perspective on professionalism	Democratic perspective on professionalism
Overall purpose		
Unit of focus		
Teacher engagement with policy		
Dominant underpinning perspective on T learning		
Focus of learning		
Motivation		
Accountability		

CPD policy aspect	Managerial perspective on professionalism	Democratic perspective on professionalism
Overall purpose	Deficit (to remedy weaknesses)	
Unit of focus	Individual	
Teacher engagement with policy	Compliance with policy directives	
Dominant underpinning perspective on T learning	Behaviourist (instrumental learning)	
Focus of learning	Development of technical, role-focused knowledge and skills	
Motivation	Externally imposed	
Accountability	Measured against externally prescribed standards	

CPD policy aspect	Managerial perspective on professionalism	Democratic perspective on professionalism
Overall purpose	Deficit (to remedy weaknesses)	Developmental (enhancing specific strengths and interests)
Unit of focus	Individual	Collective
Teacher engagement with policy	Compliance with policy directives	Contribution to policy development and considered enactment of policy directives
Dominant underpinning perspective on T learning	Behaviourist (instrumental learning)	Social constructivist
Focus of learning	Development of technical, role-focused knowledge and skills	Includes acknowledgment and articulation of values and beliefs that inform, support or inhibit acquisition and application of knowledge and skills
Motivation	Externally imposed	Internally driven
Accountability	Measured against externally prescribed standards	Measured against context-specific and negotiated desirable outcomes

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Concluding thoughts

- Pursuit of adequate theory is an ongoing challenge
- Need to fight back against the 'what works' approach
- Guard against 'problem' borrowing
- Harness our collaborative abilities and strengths to make real, evidence-based impact

